Chapter 2

LESSON PLANNING

CONTENTS

INTRODUCTION

A lesson plan is a detailed plan of the objectives and activities for a particular class. It is an important part of the teaching and learning process. A lesson plan reflects what a teacher wants to achieve in each class and how it will be achieved? Planning a lesson helps a teacher to control class time and its effective use. A teacher's effectiveness is usually judged by the ability to design and implement instruction that promotes learning.

Teaching goals, objectives, teaching methods and assessment forms all come together in a lesson plan, which ideally facilitates student learning. A good lesson plan contains the description and application of the instructional methods being used in a particular class to meet the needs of different learners. At the end of the lesson the teacher evaluates how effective the plan was and makes any additions or revisions for future use.

The lesson plans vary in degree of detail. Some teachers write only few notes of the plan, while others carefully write the details of each step of the plan. The teachers discover the system that works best with them.

This unit deals with the elements of lesson planning. It highlights the stages involved in lesson planning. Different approaches to lesson planning have been discussed in this unit. The format of daily/ weekly plans and course/unit plans has been included. In the end steps involved in planning a lesson have been discussed.

OBJECTIVES

After the successful completion of this unit you will be able to:

1. Understand the concept of lesson planning.

2. Realize the need of planning a lesson.

3. Understand the stages involved in lesson planning.

4. Describe different approaches of lesson planning.

5. Plan a course and a unit.

6. Plan weekly and daily lessons.

7. Follow steps involved in lesson planning.

1.   NEED OF LESSON PLANNING

A lesson plan is a road map of the instructions. It shows what will be taught and how it will be done effectively during the class time. Teachers require a lesson plan to describe their course of instruction for one class. The lesson plan is necessary to guide the instruction. A lesson plan is required to describe the preferences of the, subject being covered, activities being held in the class, and to ensure the progress of the students about the lesson being taught to them.

A well-developed lesson plan reflects the interests and needs of students. It contains the objectives of the lesson formulated in behavioral terms (indicate the change in behavior). The best and appropriate practices of teaching methodology and techniques to achieve the objectives are included in the lesson plan. The content to be covered in a class is indicated in a lesson plan. The evaluation procedures are also included in the lesson plan.

Lesson planning is beneficial for the teacher in many ways; such as:
- It helps in achieving goals and objectives, and same can be said on the part of the students.
- It helps to get rid of problems or avoid them.
- It gives a reality check of everyday performance.
- It improves the habit and attitude of the students.
- It improves the teaching skills.
- It makes teaching ordinary and easy.
- It makes the teacher organized during teaching.
- Lesson planning determines when to include the interesting facts to attract the students' attention.
- It enables the teacher to impart the things the students can do at the best of their abilities.

1.1   Process of lesson planning
First of all, a teacher need to identify the learning objectives for the class, then design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components:
- Objectives for student learning
- Teaching/learning activities
- Strategies to check student understanding

Objectives specified for student learning help in determining the kinds of teaching and learning activities to be used in class. These activities will define the achievements of learning objectives. The following figure outline the planning of a lesson
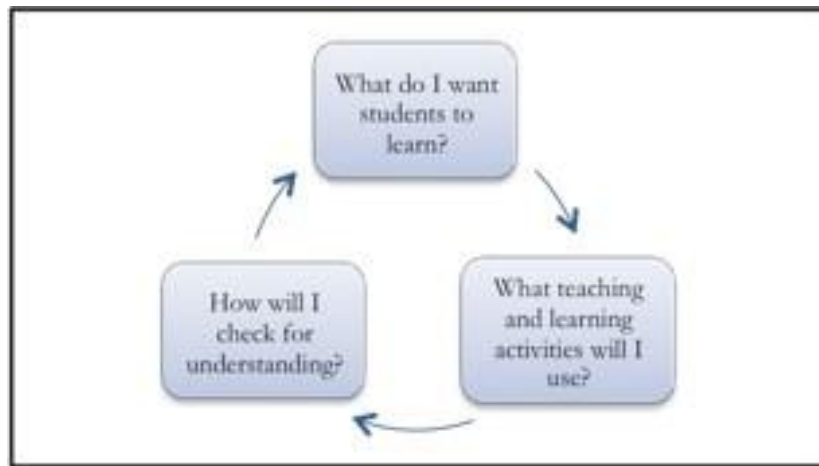
Figure No. 1: Planning of a lesson

A detailed planning of a lesson is emphasized through following stages:

Pre-Planning Stage
Before teaching the teacher has to think about the lesson plan for a particular class. The Center of Excellence in teaching (1999) recommends that the answers to the following questions may help the teachers to proceed for effective planning:

- What are my objectives for this class?
  Objectives are the statements of what the teacher wants students to learn. The objectives are most likely to be the same, or close to, the goals outlined during course planning. These are specific for a particular class.

- What are the objectives for this class?
  Objectives are the specific goal statements written in behavioral terms. They state exactly what the students should be able to do, in a class/ on a paper/ in an exam, etc. Objectives also specify the conditions under which the students should learn the material.

- Why is this material important?
  The teacher thinks about the importance of the skills or knowledge being taught to the students.
- What content will be covered in the particular class?
  Statement of the rationale (logical reasoning) will help the teachers to decide
  What content needs to be conveyed? Or
  What will students need to know to meet the goals and objectives laid down in the course? Or
  What content is most essential for them to understand?

- What will the students already know?
  Each learner has different knowledge, the teacher must try to assess, what it is the students already understand or are able to do. Having the knowledge of the students' previous learning the teachers are in a better position to decide where to begin the class and how to help students learn.

- What materials will be needed?
  These are the equipment to accomplish the goals the teacher decides if he/she needs equipments, overheads. Well planning in advance will allow the teachers to be prepared.

1.2 Designing a Lesson Plan

There are three main elements to a lesson plan that most of the teachers use. There is variation among these components. All of these may not be used in every class, because some plans may spread out over two or more classes. The elements are as following:

i) **Introduction**

The introduction is a way to warm up students, to ease them into the class and to give them a context for what they are about to learn. Any of the following will be helpfull to take a good start:
- Provide an outline of what will be done in the class. Giving a structure helps the students to organize their thoughts and integrate new ideas.
- Summarize the previous lesson if the ideas are similar to this class. Recall of previous knowledge helps the students to relate new ideas too.
- Present an issue related to the topic and ask students to generate a list of questions. Connecting the lesson with these questions will give a picture of students' experiences, they are familiar with and be able to relates the topic to their lives. This shows that what you are teaching is relevant and draws their attention.

ii) **Development**

Development is an important part as it describes about teaching, or "instructional methods" such as, lectures, discussions, labs, collaborative learning, etc.
- Try to engage students as much as possible in the learning process. Active learning is one of the ways to engage students. It not only retains students' attention but also helps them to develop higher-level thinking skills.
- Attempt to use a variety of teaching methods in a class. Any single method may not work for all students. A variety of methods keeps their attention and enhances learning.
- Give students the chance to apply the taught skills by using the concepts. This will help them learn and give a chance to the teacher to assess informally. This assessment will provide clarification of learning and need for further practice.

iii) **Conclusion**

Planning of how to tie it all together for the students is also important. Tell them once again what they would learn and why it is important to them. Consider the following activities in conclusion:

iv)   Ask for questions:
The last few minutes of class are an excellent time to have students raise questions and explore the ideas on their own.

v)   Summarize the main points and explain how they relate to the course:
Students do not always see how everything fits together. The teacher makes the link between the activities of one class to the larger course. In this way a teacher best helps the students develop a conceptual understanding.

vi)   Next lesson:
Again, this shows relevance to the lessons linked to one another and helps students develop a conceptual understanding.

vii)   Recapitalize or one-minute writing about the taught lesson:
With one or two minutes remaining in class, ask students to take out a sheet of paper and, without putting their name on it, write what they believe was the main idea of the class and one question they have about the lesson content.

1.3   The Post-Planning Stage

The teacher's lesson planning process should take into consideration the need to assess whether students have learned? How effective the lesson was?

This assessment is not a complicated or difficult task. It is very simple and informal. For instance, using part of the class to let students work on problems you have given them, or discuss issues and apply concepts, can give you a good sense of what and how much they have learned. The one-minute writing about the lesson or homework problems can be similarly helpful.

Let us do an activity to ensure the learning of the read concept.

> **Activity**
> Carried out interviews and collect views of 05 – 10 teachers on 'why they plan lessons'? Prepare a list of reasons of lesson plan on the basis of their opinions.

Let us do the following exercise to check the knowledge.

Exercise

Q. 1   Write down the five merits of lesson planning for the teachers.

Q. 2   Why a teacher needs to go through the pre-planning stage?

Q. 3   How does a teacher design the instructions?

Q. 4   How can a teacher assess the effectiveness of the taught lesson by him/her?

2. APPROACHES TO LESSON PLANNING

There are different styles of lesson planning. The common style of lesson planning contains the following basic elements:
- 3-5 lesson objectives
- Content to be covered
- Activities (lecture, group work, problem-solving, etc.)
- Resources and materials needed (including technology)
- Timing
- Out of class work and assessment

The following classic lesson planning models are most popular in lesson planning. These are:
1) Gagne's frame work for instructional development,
2) Hunter's seven steps of lesson planning and
3) The 5 E's lesson planning model

1) **Gagne's frame work for instructional development**
A famous educational psychologist, Robert Gagne, identified nine instructional events that support learning and that can be used in lesson planning. These points are often used as a framework for instructional development by the teachers. Gagne's frame work focus on the acquisition of intellectual skills during instruction. The nine events of instruction are:

i) Gaining attention:- Students attention is gained towards the lesson. There are many ways to gain students' attention; such as teacher links the lesson with the students' previous knowledge, start from the daily experiences of the students related to the lesson.

ii) Informing learners of the objective:- state the objectives of the lesson. Make the students aware of what they are going to learn.

iii) Stimulating recall of prior learning:- in order to make link with the previous knowledge, the teacher may asks questions to recall the prior learning.

iv) Presenting the content:- the teachers present the new concepts. Define and describe the details of the concepts before the students.

v) Providing learning guidance:- the teachers use the audio and visual aids in order to create a best learning environment.

vi) Providing opportunities to practice:- the teachers use examples from the daily life and provide opportunities to revise/drill the new lesson. Sometimes the teachers give class work for the improvement in learning.

vii) Providing feedback (information about how to improve):- the work assignments of the students are checked by the teacher and comments are given. The students are asked to correct the work.

viii) Assessing performance (exam, tests, papers):- the evaluation methods are used to check the students' performance on the learned concepts. The assessment of students' progress can be carried out by daily/monthly tests, examinations, etc.

ix) Enhancing retention and transfer:- the teacher organize activities to help students remember and retain the learned concepts. The learned behavior of the student is confirmed when he/she applies the knowledge on to different situations to solve other problems (transfer it to other scenarios).

2) **Madeline Hunter's Seven Steps Lesson Plan**
Hunter developed a seven steps model of lesson planning. These steps are associated with the direct instruction method and behavior change practices. The seven steps fall under four categories as follows:

i) **Getting Students Ready to Learn**
1. *Review:-* review of prior learning is necessary to make students ready to learn the new concept.
2. *Protective Set:-* focus attention, gain interest – knowledge and experiences of the students about the new concept are assessed. The teacher connects the previous knowledge and experience of the students to the new topic/concept.
3. *Stating the objective:-* most specifically the objectives of the lesson are stated by the teacher.

ii) **Instruction**
Input and modeling:- the teacher presents instructions to the class. He/she uses different modes keeping in mind the students' interests and abilities. Various examples from the daily life experiences help students to grasp the new concepts.

iii) **Checking for Understanding**
1. **Check for understanding:-** students learn the lesson according to their own style of learning. Teachers check students understanding in the middle and at the end of the lesson and decide whether further clarification is required or not or which areas/points needs more clarification either through teaching material or through different strategies. The teachers use class assignments for this purpose
2. **Guided practice (provide feedback without grading):-** a teacher's remark on students' work is very essential. It provides feed back to the students about their progress, learning and weaknesses, areas where improvement is required.

iv) **Independent Practice**
Independent practice (usually for a graded assignment):- students' learning of new concepts is regularly checked through continues assessment; i.e. monthly tests, quarterly exams. The teachers mark and give grades to their work.

3) **5 E's of Lesson Planning**
Learning theory of Constructivism states that learners construct new ideas or concepts on the basis of their current/past knowledge. This model is based on the

ideas of constructive learning. Teachers design their instructions/ lessons around the learning objective, gather resources, and provide students an opportunity to explore, build, and demonstrate their learning. It shifts the learning environment from teacher-centered to learner-centered.

The 5 E's Lesson Planning Model is most often associated with constructivist learning design. It involves following 5 E's:

- **Engage** - students come across the material, define their questions, do the basic work for their class work, make connections between new and known ideas, identify the relevant practices from their daily life.
- **Explore** - students directly involved with material, go through the learning process to solve the problems. They work in a team to share the knowledge.
- **Explain** – the student gets an opportunity to explain the learned concepts such as discoveries, processes, and ideas by written/ verbal assignments or through creative writing/ projects. The teacher supplies material, books/ resources, gives feedback, enhances vocabulary, and clarifies misconceptions/wrong points if any.
- **Elaborate** – the teachers can enhance students' knowledge with the help of other examples and expand their knowledge by explaining similar concepts, and asking them to apply it to other situations. The learning of the new concepts also raises questions relating to other concepts (lead to new inquiry).
- **Evaluate** – evaluation of learning is an on-going (continuous) process. Both teacher and learner check the understanding of the concepts. Different evaluation techniques can be used such as rubrics, checklists, teacher interviews, portfolios, problem-based learning outputs, and assessments results. Results are used to evaluate the students' progress and to modify instructional needs in future.

Activity
Prepare a lesson plan on the topic of "water" from the book of Science for class IV on the design of 5 E's model of lesson planning.

Let us do an exercise to check the knowledge.

Exercise
Q. 1 What is Gagne s' frame work for instructional development?
Q. 2   Highlight the Hunter's seven steps of lesson planning.
Q. 3   How is 5E's model of lesson planning different from the others models?

3. COURSE AND UNIT PLANNING

Once you have determined the needs of learners, it is time to consider designing and planning the course. Following are some suggested steps in this process.
- Decide a topic
- Determine objectives
- Identify learning outcomes- (the desirable results)
- Determine assessment
- Design learning experiences and organize material- the content
- Develop evaluation mechanism-evaluation
- Information marketing-course description

Deciding on a Topic
– Consult with your students
– What topics are of interest to your students?
– What is driving your students' interests?
– What worked/didn't work in the past and why?
– How might existing courses be developed or modified?
– Which exercises/problems/assessment assignments were most appropriate?

Planning Backwards
Begin with the end in mind - Steven Covey
When planning a course, the best place to start is at the end. Determine what students might reasonably be expected to achieve from a course and then plan how material can be organised and delivered to reach this end.

Overarching Goals
Overarching goals describe the most important understandings that students should develop during an entire course. Ask yourself:

When my students leave my class at the end of this course, what are the essential understandings that I want them to take away?

Where possible, students should have a role in determining the goals of a programme. However, in instances where goals are determined by an outside body, e.g. stage agency or funding body, it is important to ensure consultation and collaboration between all the stakeholders.

Learning Outcomes
Once the overarching goal is determined, the next step is to break this into identifiable and manageable units of achievement, i.e. learning outcomes. Statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.
Students may ask, what will I learn from this course? What will I be able to do when the course is over? Sometimes the course description alone does not provide sufficient detail.

Generalised learning outcomes do not supply much additional information to prospective students. More focused outcomes can identify key tasks in the learning process, or observe stages in cognitive development.

Levels of Abstraction
In the 1950's Benjamin Bloom created taxonomy for categorising levels of thinking. The taxonomy provides a useful structure in which to categorise learning outcomes and, subsequently, assessment questions. Introductory courses, and some interest courses, may expect to have outcomes at the initial levels of abstraction, whereas accredited and certified courses would be expected to have more complex outcomes at higher levels of abstraction. The system has been used widely across a variety of educational spheres since its inception.

In the 1990's, Anderson and Krathwohl (2001) revised the taxonomy with a view to making it more relevant to the twenty-first century. The following table is listed in the order of the revised taxonomy with the original categories.

COMPETENCE	SKILLS DEMONSTRATED	QUESTION CUES
Remembering (Knowledge) Can the student RECALL information?	• Observation and recall of information • Knowledge of dates, events, places • Knowledge of major ideas • Mastery of subject matter	List, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Understanding (Comprehension) Can the student EXPLAIN ideas or concepts?	• Understanding information • Grasp meaning • Translate knowledge into new context • Interpret facts, compare, contrast • Order, group, infer causes • Predict consequences	Summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Applying (Application) Can the student USE the new knowledge in another familiar situation?	• Use methods, concepts, theories in new situations • Solve problems using required skills or knowledge	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysing (Analysis) Can the student DIFFERENTIATE between constituent parts?	• Organisation of parts • Seeing patterns • Recognition of hidden meanings • Identification of components	Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer

Evaluating (Evaluation) Can the student JUSTIFY a decision or course of action?	• Compare and discriminate between ideas • Assess value of theories, presentations • Make choices based on reasoned argument • Verify value of evidence • Recognise subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise
Creating (Synthesis) Can the student GENERATE new products, ideas or ways of viewing things?	• Use old ideas to create new ones • Generalise from given facts • Relate knowledge from several areas • Predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalise, rewrite

Source:
http://www.coun.uvic.ca/learn/program/hndouts/bloom.html
http://coe.sdsu.edu/eet/Articles/bloomrev/index.htm
http://rite.ed.qut.edu.au/oz-teachernet/index.php

Writing up Outcomes
Outcomes can be written up in the following format:
At the end of this course students should be able to:
Define...
Summarise...
Demonstrate...
Analyse...
Critique...
Integrate...

Discussion of Outcomes
At the beginning of a course, learning outcomes should be discussed with students. This ensures that you are both working towards the same objectives and gives students an idea of what they can reasonably expect to achieve over the course of a module. This also provides an opportunity to amend learning outcomes in line with the wishes of particular student groups. In this way students feel more involved with the programme and feel their input influences the shape of the course. Learning outcomes should be fluid as not all learning can be prescribed or predicted. Learning opportunities can arise during courses, which were never envisaged at the planning stage, and it is important to accommodate such diversions.

Check of Understanding

Questions that might now be asked include:

- How do I determine if objectives/outcomes have been met?
- How will I be able to distinguish between those who really understand and those who don't?
- What would constitute sufficient and revealing evidence of understanding?
- Against what criteria do I measure achievement?
- If not formally assessing the course, how can I be sure that there is an evidence of learning?

Ongoing and systematic consultation with students goes some way to ensuring outcomes is being met. Student feedback should be sought to ascertain whether content is being understood and to ensure the material is being covered at an appropriate pace for the group. Individual/group exercises and problem based learning exercises can also be used throughout the course to ensure that students are progressing through the material.

Formal evidence of understanding can be verified through a variety of assessment methods.

Assessment

Assessment should be decided upon at the outset as an integral part of design and not merely attached on at the end. For those people setting assessment exercises, assessment should be linked to the projected learning outcomes. Assessment criteria should be understandable so that students can see that the assignment is related to the overall aims of the course. Questions you might address include:

- Are the learning outcomes assessable?
- What form of assignment would best assess the learning outcomes?
- Does the assessment capture the most important elements of my course?

Planning Content

Once outcomes have been established, and assessment methods (either formal or informal) decided upon, the following questions need to be considered:

- How can my material be organised best and presented so as to reach my proposed learning outcomes?
- What do I need to consider about the type of learners with whom I work?
- How do adult learning styles impact on the way I present material?
- What teaching methodologies are most suitable for adult learners?
- How do I involve the learners as much as possible?

- How can I draw on the learner's own experience and knowledge

When planning and organising your course content, it is important to take into consideration the individual nature of adult learners who come to your course. Learners will have varied abilities and require varied levels of support. Prior experiences of learning may differ radically with some students being enthusiastic lifelong learners and others making a tentative move back into education. Motivations for attending may also range from those needing a particular course for work/personal reasons to those who just wish to take a course to get out and meet people. In between will be all degrees of commitment, interest and enthusiasm. All of these learners may have to be accommodated in the one group.

Important Points
Course overview - can you give students a brief overview of what material is to be covered over the duration of the course?
- Blocks of learning - what amount of material can be covered in a class?
- Sequencing of materials - how can the materials be sequenced in an order that is logical /rational?
- Depth of material - what level is the course pitched at? How much detail do you need?
- Methodologies - what is the most appropriate methodology for a particular topic? Is there a mix of methodologies planned?
- Group exercises - when and how often should group work be used?
- Worksheets/ notes -what support materials need to be developed? Would the use of problems or case studies help with the overall understanding of the content?
- Resources - what books, tapes, etc. might be valuable for class use or as a resource for students outside class?
- Field-trips - are there any activities that could be related to the course (visits to museums or organizations) which would set the learning in a practical context?

Evaluation
Evaluation is the collection of feedback on a course to determine how the course content and presentation has been received. Evaluation is essential in ensuring quality control. Feedback received in this way provides information on the:
- Standards of the course
- Materials distributed
- Delivery methodologies used
- Nature of the group dynamics and tutor/learner rapport
- Ability of students to transfer/apply knowledge gained

Tutor self-evaluation and learner evaluation are both necessary to provide effective quality control. Self-evaluation requires you to reflect on your practice throughout a course, to critique your presentation style, to analyse your group and time management skills, and to consider how you might alter your practice in future.

Learner evaluation allows the learner an opportunity to evaluate both the facilitator and course content. The evaluation can provide information on whether the course met participants' needs and supply recommendations as to how a course might be modified in future. Time for course evaluation and review should be allocated at the design and planning stage.

Course Descriptions
Using overarching goal(s) and learning outcomes as a basis, the next step is to write up a course description. Course descriptions may be used by the learning provider for information and/or marketing purposes. Dynamic creative descriptions engage prospective students and encourage further inquiries. It is important to make as much information as possible available to students. The language used in course brochures should be clear and concise and free of jargon or terminology which might confuse or intimidate the learner.

4. DAILY AND WEELKY PLANNING

Daily and weekly planning are essential for the teachers. These create enough time for meeting multiple responsibilities. The teacher can plan days and weeks carefully to include time for teaching exercises, such as collecting and organizing material, writing questions, preparing class assignments, and managing activities of different nature. This process allows creating a clear path for teacher that maintains a healthy balance between teaching and preparation.

Strategies for daily and weekly planning
The following points demonstrate why planning is so critical to success.
- Planning can greatly reduce your stress quotient. Proper planning gives you the peace of mind of knowing that you have formulated a feasible plan of action and that your goals are attainable.
- Planning also helps you to be prepared for obstacles because part of the planning process is creating a emergency pan for unexpected problems.
- Planning serves as a way to evaluate your progress as you work. Planning your daily and weekly activities will clearly illustrate whether or not you are staying on schedule.

The following tips will provide you with strategies to implement your planning to achieve your objectives.
- The first step to planning is to clearly define your objectives. Taking a few minutes to put your goals into writing will be very beneficial in helping you to plan for your success.

- Once you have defined your objectives, it is time to brainstorm on the tasks that are required to complete your project. Ordering all of the necessary tasks into a logical order and assigning an estimated time for completion to each objective will be beneficial when you begin scheduling these activities.

- Next it is useful to define the roles that you will take in fulfilling your goal as well as the roles of any others who will be assisting you. This is important because you can use this time to determine who will handle certain tasks to avoid redundancy.

- Once you have determined your goal, the tasks required, the key players and the tasks they will complete, it is finally time to start your daily and weekly scheduling. The weekly schedule is important for the overall success of the project but it is the daily planning that will help you to track your progress and determine whether or not you are on schedule. Try using significant project milestones in your weekly planning but for daily planning break each milestone down into the necessary components and plan the completion of those components on a daily basis.

- As the teaching lesson progresses, continually evaluate your performance to determine whether you are on track or need to adjust your schedule. This is where daily planning becomes so important. Take a few minutes at the middle of the day

and at the conclusion of the day to evaluate your progress and make adjustments as necessary.

- Finally once you have successfully completed your project review your planning process to determine how successful it was. This will help you by illustrating whether or not you have achieved an optimal planning system or whether you need to more carefully plan subsequent projects.

An activity on course planning will enhance the learned concept.

Activity
Select a topic/chapter from the book of English for class V and prepare the daily and weekly plan for this topic/chapter.

5. STEPS IN LESSON PLANNING

The plans of class room activities to be happened each day make the teaching effective. The teachers go through many steps for planning a lesson. Six steps are given below to guide the teachers to create their first lesson plans. Each step is comprised by a set of questions:

1. **Outline learning objectives**
   The lesson objectives are usefully stated in terms of what students will achieve at the end of the lesson. The first step is to determine as a teacher what you want students to learn and be able to do at the end of class. To help you specify your objectives for student learning, answer the following questions:
   - What is the topic of the lesson?
   - What do I want students to learn?
   - What do I want them to understand and be able to do at the end of class?
   - What do I want them to take away from this particular lesson?

   Once you outline the learning objectives for the class meeting, rank them in terms of their importance. This step will prepare you for managing class time and completing the learning objectives. Consider the following questions:
   - What are the most important concepts, ideas, or skills I want students to be able to grasp and apply?
   - Why are they important?
   - If I ran out of time, which ones could not be omitted?
   - Which ones could be skipped?

2. **Develop the introduction**
   After determining learning objectives and specifying them in order of their importance, the teacher has to design the specific activities for the students. They may already be familiar with the topic; therefore it is necessary to gather background information from the students prior to lesson. You may start with a question or activity to assess students' knowledge of the topic. For example you can ask a question or take a simple poll: "How many of you have heard about this? Raise your hand if you have" or ask them to write comments on paper. This additional information can help you to shape the introduction and learning activities of the new concept.

   Develop a creative introduction to the topic to encourage thinking. You can use a variety of approaches to engage students for example, personal anecdote, historical event, real example, short video clip, practical application, probing question, etc. following questions may help you in planning your introduction:
   - How will I check whether students know anything about the topic?
   - What are some commonly held ideas (or misconceptions) about this topic that students might be familiar with?
   - What will I do to introduce the topic?

3. **Plan the specific learning activities (the main body of the lesson)**
   Prepare several and different examples (ways) to explain the topic/concept (real-life examples, similarities, visuals, etc.) to catch the attention of all students. After planning examples and activities for the lesson, estimate how much time you will spend on each. Manage the time for different applications or problems, and for the check of learning and understanding of the students. The following questions would help you design the learning activities you will use in the class:
   - What will I do to explain the topic?
   - What will I do to illustrate the topic in a different way?
   - How can I engage students in the topic?
   - What are some relevant real-life examples, similarities, or situations that can help students understand the topic?
   - What will students need to do to help them understand the topic better?

4. **Plan to check for understanding**
   Up till now the topic has been explained with different examples. At this stage you need to check for student understanding. Therefore you are required to plan for how will you know that students are learning? Think about specific questions you can ask students in order to check for understanding, and write them down. Try to predict the answers to your questions. Decide on whether you want students to respond orally or in writing. Ask yourself the following questions:
   - What questions will I ask students to check for understanding?
   - How will students demonstrate that they are following?
   - Going back to the list of learning objectives, what activity students can do to check whether each of those has been completed?

   Decide what kinds of questions will be productive for discussion and what questions might sidetrack the class. Think about the balance between achieving learning objectives and ensuring that students understand.

5 Develop a conclusion and a preview
   Repeat the material covered in class by summarizing the main points of the lesson. You can do this in a number of ways: you can state the main points yourself ("Today we talked about…"), you can ask a student to help you summarize them, or you can even ask all students to write down on a piece of paper what they think were the main points of the lesson. You can review the students' answers to estimate their understanding of the topic and then explain anything unclear the following class.

   Conclude the lesson not only by summarizing the main points, but also by making its link to the next lesson. How does the topic relate to the one that's coming up next? This opportunity will increase students' interest and help them connect the different ideas within a larger context.

6. **Create a realistic timeline**

A realistic timeline will reflect your flexibility and readiness to adapt to the specific classroom environment. Here are some strategies for creating a realistic timeline:

- Estimate how much time each of the activities will take, then plan some extra time for each
- When you prepare your lesson plan, next to each activity indicate how much time you expect it will take
- Plan a few minutes at the end of class to answer any remaining questions and to sum up the key points
- Plan an extra activity or discussion question in case you have time left
- Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan

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Activity

Reconsider the topic 'developing instruction' and making a timeline for it.
Discuss it with your class fellows/colleagues and give five suggestions to make it realistic.

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6.   THE LESSON PLAN FORMAT

There are many formats for a lesson plan. Most lesson plans contain some or all of the following elements, in this order:

- **Title** of the lesson

- **Time** required to complete the lesson

- List of required **materials**

- List of **objectives**- the objectives may be <u>behavioral objectives</u> (what the student can do at lesson completion) or <u>knowledge objectives</u> (what the student knows at lesson completion)

- The **set** (bridge-in) that focuses students on the lesson's concept or skills. these include pictures or models and asking leading questions or recalling the previous lessons

- An **instructional component- it** describes the sequence of events included in a lesson. It includes the teacher's instructional input and guided practice. the students try to understand new skills/work with new ideas

- **Independent practice-** this practice allows students to extend knowledge and skills by them selves

- A summary- the teacher wraps up the discussion and answers to the students' questions

- An evaluation component- a test for mastery of the instructed skills or concepts—such as a set of questions to answer or a set of instructions to follow

- **Analysis** component- the teacher reflects on the lesson—such as what has been achieved/learned, or what needs improvement

- A **continuity** component – it reviews and relates to the content from the previous lesson.

Let us do an activity of planning a lesson on the proper format.

Activity
Prepare a lesson plan by following the lesson plan format

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7. SELF ASSESSMENT QUESTIONS

Q. 1 It is necessary to plan the lesson before teaching, comment.

Q. 2 What is lesson planning? Explain the process of lesson planning?

Q. 3 Describe the classical models of lesson planning.

Q. 4 Describe the process of course design and planning.

Q. 5 Write down the strategies for daily and weekly planning.

Q. 6 Highlight the steps involved in lesson planning. Discuss the importance of each step. How teachers can take more benefits in teaching through these steps?

Q. 7 Why is outlining of goals/objectives necessary before planning a lesson? How are objectives stated in behavioral terms?

Q. 8 Highlight the steps of planning "development of instruction".

Q. 9 What is the main body of the lesson, to which a teacher has to focus his/her attention?

Q. 10 How teachers can plan and check the students' understanding of the newly taught lesson?

Q. 11 How does conclusion and a preview help a teacher in closing the instruction?

Q. 12 Discuss the elements of a lesson plan format. Are these sufficient for planning? How?

Q. 13 i) Explain the elements of a lesson plan format.
ii) Does the elements covered in a lesson plan format make the teacher fully/completely prepared for teaching? Give suggestions to improve the format.

8.   REFERENCES

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